

Mentoring Efficacy and Mentor Professional Development: A Reflective Case Study

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Abstract

Mentoring teachers in handling classroom-based research benefits both the mentors and mentees. While mentors develop their professional skills by guiding teacher-researchers in classroom-based research, mentees learn to identify and research on various issues relating to teaching. It is worthwhile to mention that the application of various strategies to assist other teachers elevates a practising teacher to the level of a mentor. In this article, the author elaborately presents her reflective case study on mentoring teachers in their classroom-based research. Based on her mentoring experience, she proposes a Mentor Professional Development model with empirical evidence to each component of the model.

Keywords: teaching efficiency, classroom-based research, professional skills, knowledge acquisition, technology integration

Introduction

Teachers generally develop their professional skills by doing online courses, participating in conferences, and publishing research articles after completing a study. Now it has become essential for teachers to consider mentoring (other fellow teachers) as a professional development activity because in the higher education scenario, the concept of mentoring is considered as an emerging idea (Metros & Yang, 2006). Mentoring, in the context of teaching, is a professional activity that promotes not only the conduct of classroom-based research but also facilitates teacher-researchers' teaching style. Brockbank & McGill (2006) quote Clutterbuck (1998), who describes mentoring as "one of the most powerful developmental approaches available to individuals